

# FAMILY RISK FACTORS

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- Having a teenage mother
  - A child of a single parent
  - No contact with one parent
  - Large family (4+ children)
  - Poor family role models - lacking social skills/exhibiting anti-social behaviour
  - Low levels of supervision and monitoring and inconsistent discipline
  - Little parental involvement in activities
  - Lack of basic care
  - Abuse
  - Traumatic family bereavement
  - Family Poverty
  - Family member with SLD
  - Family members involved in substance misuse
  - Family member with mental health concerns
  - Lack of warmth and affection
  - Isolation from extended family
  - Over indulgence
  - Marital discord, divorce & family break-up
  - Homelessness/overcrowded living conditions
  - Young carer
  - Long term unemployment in family
  - Family involved in offending behaviour/prison
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# COMMUNITY RISK FACTORS

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- Area of significant Socio-economic disadvantage
  - Racial tension
  - Poor housing stock
  - High street crime levels
  - Isolation/lack of access
  - Area of high unemployment
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# AT SCHOOL RISK FACTORS

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- Involved in violence/bullying
  - Peer rejection/bullied
  - Behaviour management strategies not working
  - Learning difficulties not adequately addressed
  - Peer group with poor social skills/exhibiting anti-social behaviour
  - History of slow progress and low achievement
  - Low Attachment to school
  - Frequent change of school
  - High levels of withdrawal and absences
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# RESILIENCE

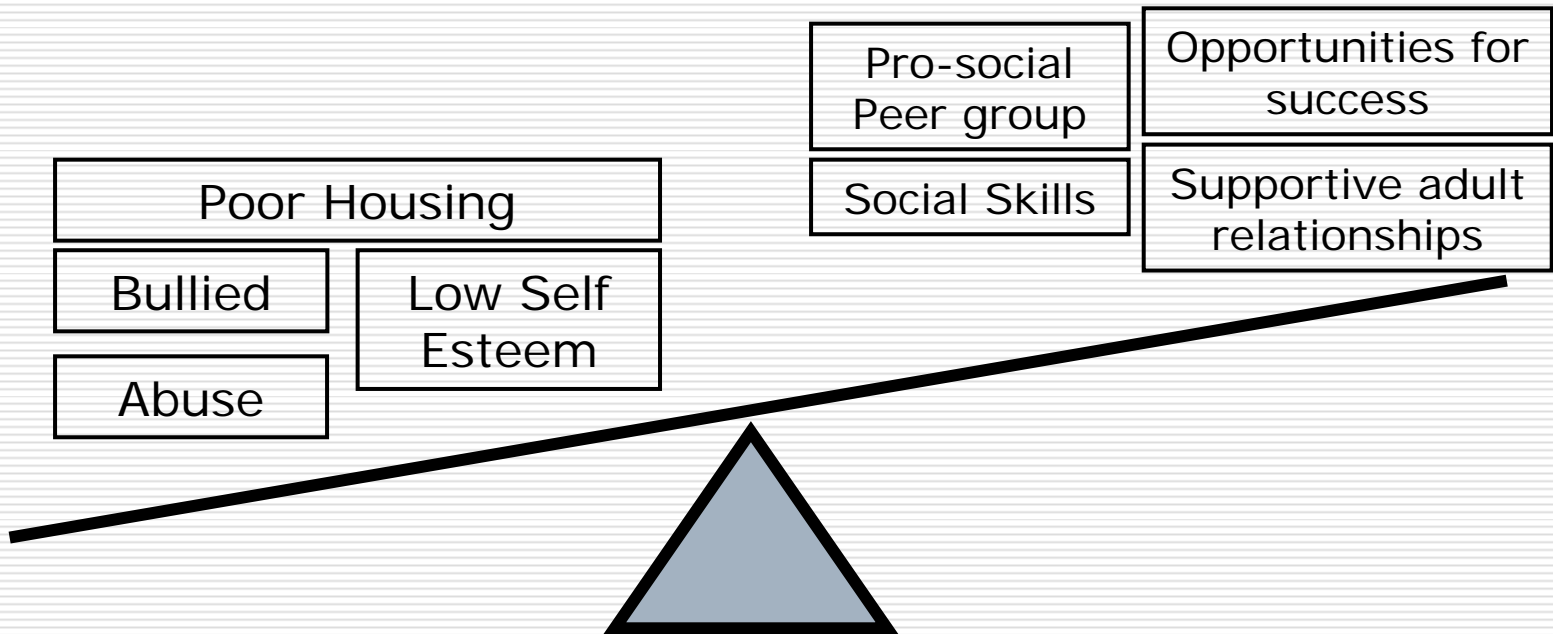
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“One who bounces back having endured adversity, who continues to function well in spite of exposure to risk”

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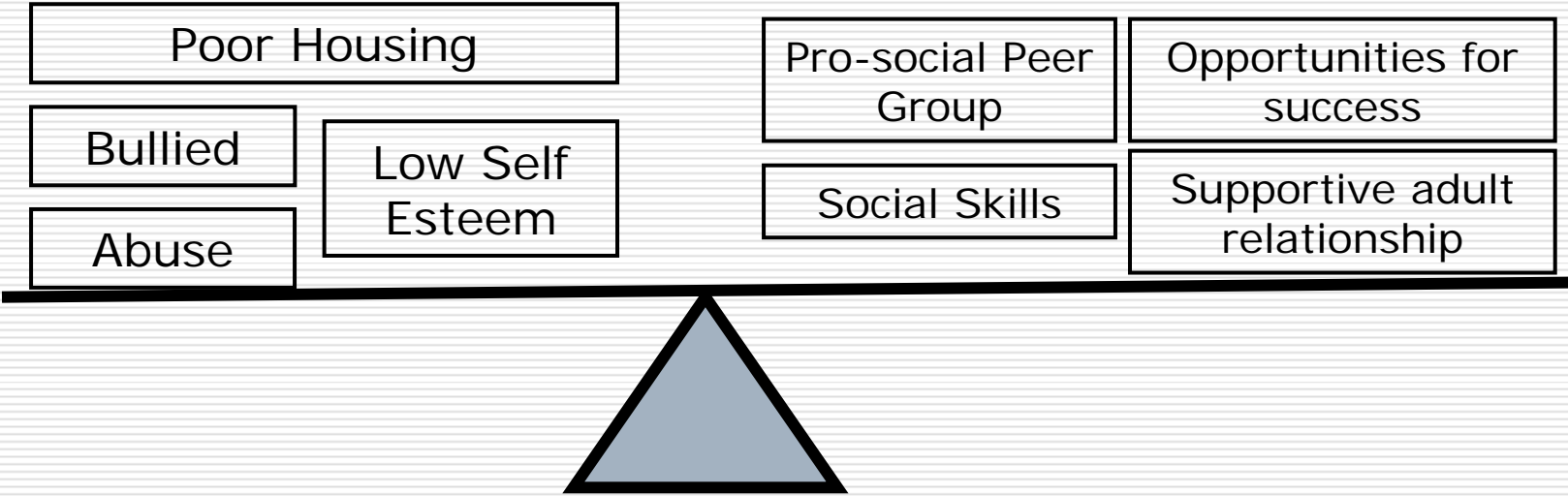
# RISK AND RESILIENCE

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# RISK AND RESILIENCE

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# RESILIENCE FACTORS

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## Individual

- Easy temperament
  - Sense of humour
  - Good nutrition
  - Social skills
  - Internal locus of control
  - Problem solving skills
  - Above average intelligence
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# RESILIENCE FACTORS

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## Family

- Supportive and caring parents
  - Stable family
  - Strong family norms and values
  - Supportive adult relationship
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# RESILIENCE FACTORS

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## Community

- Attachment to community networks
  - Participation in community group – church, youth group
  - Access to support services
  - Pro-social cultural norms
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# RESILIENCE FACTORS

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## School

- Sense of belonging
  - Positive school climate
  - Pro-social peer group
  - Opportunities for success
  - Achievement in and outside the curriculum
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# WHAT CAN BE DONE IN AND WITH SCHOOLS

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## □ Reduce Exposure to Risk Factors

e.g. Bullying, weak behaviour

management, poor attendance

poor attachment to school, exclusion

## □ Promote Resilience Factors

e.g. recognition of achievement, sense of

belonging, safe environment

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# WHAT CAN BE DONE IN AND WITH SCHOOLS

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Some examples

- Peer mentors, learning mentors, sports coach (strong relationships)
  - Opportunities for success
  - Supporting a talent/interest outside academia
  - Develop social and emotional aspects of learning (SEAL)
    - Self awareness
    - Motivation
    - Social skills
    - Empathy
    - Managing feelings(whole school ethos, group work)
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# WHAT CAN BE DONE IN AND WITH SCHOOLS

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- ❑ Improve nutrition (breakfast club, vending machines)
  - ❑ Promote physical health and well being
  - ❑ Clarity of school norms and expectations
  - ❑ A curriculum which stimulates/ promotes engagement
  - ❑ Raise aspirations via examples of successful individuals from the local community
  - ❑ Engage parents, community and family
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